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ABSTRACT

This document describes a comprehensive preservice and inservice training program for local administrators of adult education in Florida's regions III and IV. The program served as a pilot project for later statewide participation. The program incorporated academic work, directed field-based experiences, and eight 12-hour seminars. The introduction describes the target population, gives a rationale for the program, and explains how administrator competencies were identified. The second section describes the instructional content of the program, grading, the requirements for program completion, and the instructional delivery system. The third section contains summaries of the planning and evaluation reports of each of the eight seminars. Seminar topics were leadership, communications, management, finance, program areas/student services, curriculum, community relations, and professional development. The fourth section reports the results of the final program evaluation administered to the participants at the completion of the year. The appendices provide: copies of the admission, feedback, and site visit forms; administration competency questionnaire; rosters; competency lists; and memoranda considered essential to the program. (CML)

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A LEADERSHIP TRAINING PROGRAM FOR LOCAL DIRECTORS OF ADULT EDUCATION

A PILOT EXTERN PROJECT: PHASE II 1985 - 1986

ANNUAL REPORT

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A LEADERSHIP TRAINING PROGRAM FOR LOCAL DIRECTORS OF ADULT EDUCATION

A PILOT EXTERN PROJECT: PHASE II
1985 - 1986

ANNUAL REPORT

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Florida Department of Education
USF Grant #1731209KO

PREFACE

Traditionally, teacher educators have responded to preservice/inservice needs by offering courses and workshops, and when these means seemed inadequate, individual study, projects, reading and conferencing arrangements were utilized. These traditional delivery methods need to be examined and evaluated in relationship to effecting change. However well-intended these past efforts have been, there is little evidence to suggest that these traditional approaches will continue to meet the preservice/inservice needs of practicing Adult Education Administrators.

Creating and sustaining meaningful change in Adult Education practice is a goal of preservice/inservice education. The challenge for adult educators is to develop training models which have application and are readily adaptable to the priority concerns of the individual, local school districts, the state, and the nation. When applied to emerging and persistent problems in Adult Education, these models and their delivery systems allow personnel development programs to effectively address the demands created by change.

The target populations of adult education have increased dramatically in Florida during this decade. Therefore, it is imperative to provide learning experiences which are effective and on target for the population being served.

Increasing administrative complexities, which include the diverse nature of expanding adult education programs and the paradox of dwindling resources, demand a training program beyond

the traditional approach for both the incumbent and potential administrator-managers. This extern program proposed, in part, to meet this demand by requiring the participants to complete competencies identified as vital to the successful administration of adult education programs (Appendix A). This was achieved by combining field experiences with a series of structured seminars formated to address these competencies.

This document is a summary report of the activities of A Leadership Training Program For Local Directors of Adult Education: Phase II which has been expanded to serve Areas III & IV as designated by the Florida Department of Education. As in the first year, the second year of this pilot project has proven to be beneficial for the participants in the program. Refinements were made to address areas of weakness as indicated by the feedback surveys of the previous year. Additionally, changes required to target the program to the specific needs of this year's participants were undertaken.

The material is presented in five basic sections: the introduction describes the target population, rationale and essential design of the program; the second section describes the instructional content of the program; the third section outlines the seminar programs and the evaluation feedback results; the fourth section reports the results of the final program evaluation administered to the externs at the completion of the year; and the fifth section, the Appendices, provides copies of the forms, surveys, rosters, lists, and memoranda essential to the program.

The commitment, hard work, and interest of the extern participants, adult teacher educators, resource persons, consultants, and project staff are gratefully acknowledged and appreciated. Special thanks go to John Lawrence, Bureau Chief of Adult and Community Education, and Joe D. Mills, State director of Vocational Education for their vital leadership in adult education in the state of Florida.

Dr. Don P. Cammaratta, Project Coordinator

Dr. Diane Briscoe, Project Director

The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida State Department of Education and from Local Education Agency funds. Viewpoints stated in this report do not necessarily represent the official position or policy of the Florida Department of Education.

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SECTION ONE:

INTRODUCTION

SECTION TWO:

INSTRUCTIONAL CONTENT OF THE EXTERN PROGRAM

RATIONALE FOR THE PROJECT

This project recognizes and addresses the need for trained and certified leadership personnel in adult education at the local level in the entire state of Florida. Local administrators of adult education programs need certain competencies to initiate, plan, develop, conduct, manage and evaluate quality programs in their local school districts. Many local administrators of adult education programs are not fully certified as required by the Florida State Board Certification rules and regulations. Traditional university courses and their delivery systems may not meet the training needs of today's full-time employed local adult education administrators.

Because of the critical need to organize and coordinate a training plan for local administrators of adult education, a unified effort by the University of South Florida, the State Department of Education, and local school districts to implement a comprehensive preservice and inservice training program for adult education administrators was essential. In Phase I, the first year of the Extern Project, this effort consisted of initiating the design and successful delivery of a training program based on a non-traditional preservice and inservice training model. Phase I of the Extern Project served the local districts in Region IV, the USF Service Area. The second year of the project, Phase II, involved expanding the program to serve the local districts in Region III as well as refining the

delivery system to better address the participants' diverse needs.

Although some adult educators in the United States are aware of the necessity of extending teacher and administrator preparation programs beyond the university campuses into the communities, preservice and inservice education in Florida has not fully capitalized on learning opportunities that exist in the field setting. This project recognizes the importance of field-based experience in the achievement of the necessary competencies desired in an adult education administrator.

OBJECTIVES OF THE PROJECT

The objectives of Phase II of the Extern Project were as follows:

1. To develop a delivery system to train administrators from Regions III and IV for local adult education programs.
2. To conduct seminars and workshops from October, 1985 through May, 1986.
3. To provide all service and activities required to meet the needs of the delivery system to train project participants to successfully fulfill roles as adult education administrators.
4. To further develop a model for statewide participation for the next and final pilot project year.

STRATEGIES OF THE PROGRAM

The strategies for achieving the objectives of the project were as follows:

1. A consortium of local education agencies, representative State Department of Education personnel, professional associations: specifically, representatives of the Florida Association of Adult Educators, and representatives from the University of South Florida was developed.

2. The Extern approach attempted to bridge the gap between theory and practice. The academic work, directed field-based experiences, and seminars were carefully planned to complement and supplement each other and thus, effectively blend the field experiences with seminar approaches to leadership.

3. An Extern had the option of receiving college credit from the University of South Florida during the academic year without being on campus. The course credit was based on a final examination administered by University officials in the subject areas in which the Externs were to receive credit and on the cumulative evaluations of the Externs monthly portfolios.

4. Commitment to this training model by the University of South Florida was demonstrated by its willingness and ability to adapt traditional notions of graduate level courses to meet the explicit needs identified in this program.

5. As per the Extern Program design, participant candidates were identified and recommended by local education agencies. Selection criteria included an M.A. degree and three years of teaching experience.

6. The externs selected for the training program were required to participate in eight twelve-hour seminars during the year. The seminars were held at various locations chosen by Extern committees.

7. Individuals selected to participate in the program were obligated to make a firm commitment to attend all the seminars during the academic year as required by the state certification regulations. The advantage of obtaining this commitment from a local education agency and its employee was to enhance the opportunities for selected participants to implement new administrative practices during their training and improve the quality of adult education programs at the local level.

8. Major expenses of the program were underwritten by The Bureau of Adult and Community Education in the State Department of Education in Florida and Local Education Agencies and their participants.

The Florida Extern Program model which is shown in Figure 1 illustrates the major components of the Extern Program.

Figure 1

THE EXTERN MODEL

Formation of Consortium

Competency Identification & Needs Assessment

Design of Delivery System

Data Evaluations, Revisions, Input

Selection of Externs (Current & Prospective Local Adult and Community Education Administrators)

Monthly Weekend Seminars, Field Visits, Individual and Group Meetings

ADMISSION REQUIREMENTS

Participants in this competency-based Adult Education Extern Leadership Training Program met specific entrance requirements.

The local directors of Adult Education Programs recommended Extern candidates based on:

a) Evidence of scholarship and academic excellence;

b) Promise of leadership qualities;

c) Assessed need in the local program.

It was the responsibility of the selected Extern to:

a) Make a financial and scholastic commitment to attend all of the scheduled meetings;

b) Send an official transcript to USF instructional staff for course work evaluation and course credit status;

c) Make an advising appointment with USF staff to determine his/her certification status;

d) Obtain any required permission prior to registering for a specific area.

Prior to acceptance into the Adult Education Extern Project, a data information form (Appendix B) was completed and approved by an immediate supervisor.

DEVELOPMENT OF COMPETENCY LIST

Prior to the first year implementation of the Extern Project, a tentative list of competencies was developed from a curriculum development workshop called a Dacum. The term Dacum means developing a curriculum. Dacum is an approach to task/occupational analysis through a modified brainstorming process in which a group of occupational experts participate equally. The items (task statements) accepted are the experts' statements - individually and collectively. All statements must reflect observable skills or tasks that can be performed. Each statement begins with an action verb; (e.g. demonstrate, review, critique, conduct, develop).

The occupational experts involved in this extern process were Directors of Adult Education, representatives from the Florida Department of Education, and Teacher Educators. In

addition, competencies were selected from the Florida Catalog of Teacher Competencies, related professional studies, and program guides. This extended list was reviewed by an advisory committee and instructional staff. After the competencies were reviewed, the instructional staff generated a working competency list and verified this list with practitioners in the field through the use of an interview schedule. The questionnaires were administered via personal interviews resulting in a 100% response rate.

The objective of this specialization sample was to gain consensus on essential competencies developed by Directors of Adult Education programs as well as related professionals. The sample consisted of approximately 67% practitioners (administrators of adult programs) and approximately 33% related professionals selected from the fifteen county area charged by the Department of Education as the region to be serviced by the University of South Florida. A copy of the questionnaire used for the specialization sample is contained in Appendix C.

The instrument used to collect the data lists competencies as behavioral descriptors required of administrators of Adult Education and contained a two point response frame: 1) the respondents agree the stated competency is essential, 2) the respondents disagree the stated competency is essential.

Eighty-five percent of the respondents had to agree the stated competency was essential to meet the criteria for acceptance. In the case of "borderline" competencies, the task force recommended acceptance or rejection based on a more

detailed analysis of the target population and sub-group responses.

A final working list of the competencies developed for this training program, shown in Appendix D, indicates which of the competencies coincide with Florida's twenty-four generic competencies as numbered by the Department of Education of the State of Florida. Appendix E lists the twenty-four generic competencies.

The final competency list is divided into eight major sections: Leadership, Communications, Management, Finance, Program Areas/Student Services, Curriculum Development, Community Relations, and Professional Development. Each of these major competency sections was addressed in an eight-hour weekend seminar. Under each of the major eight competencies, there are ten subcompetencies which include the twenty-four generic competencies as identified by the Florida Department of Education.

CURRICULUM CONTENT

During the first eight hour seminar, Externs were asked to rank the ten subcompetencies listed under each of the major eight competencies according to their interests and needs. From this ranking a prioritized list of the subcompetencies was developed. Appendix F includes this prioritized list of competencies that was addressed in the eight twelve-hour seminars. Five sub-competencies listed in each of the eight major areas provided the basis for planning each seminar. The five remaining competencies

which were individually acquired with the help of professionals are listed on Appendix G. The subcompetencies individually acquired were documented by the Externs in their portfolios.

ASSESSMENT OF COMPETENCIES

In conjunction with the priority and individually acquired competency lists, the Extern Training Plan and the Extern Competency Portfolio aided in determining the curriculum assessed for each of the externs.

The Extern Training Plan

The Extern Training Plan (Appendix H) assisted the externs in projecting the resources, criteria, and completion dates for the competencies they needed to achieve. Each extern developed his/her Training Plan in conjunction with an Administrative Competency Educator (ACE) and a Professional Resource Officer (PRO), most of whom were representatives of the local districts.

The competencies individually achieved by the Extern were listed on the Training Plan along with a statement of the proposed evidence to be submitted and documented in the Extern Portfolio.

The Extern Portfolio

The Externs were required to document their individually acquired competencies by submitting an Extern Portfolio. This

portfolio included a written summary of how the extern achieved the competency, and any additional documentation such as program covers, bulletins, booklets, letters from supervisors, conference programs, handouts, brochures, site visitation/seminar reports (Appendix I), etc.

The Extern Portfolios were reviewed and signed by the ACE and PRO and then submitted to the USF Project Staff for evaluation.

GRADING

For those externs who did not register for course credit, but simply wanted certification coverage, the grading was based on the successful completion of all competencies. The PRO, ACE, and the Extern Project administrators were responsible for evaluating the satisfactory completion of the competencies as evidenced through individual and group participation as well as the Extern Training Plan and the Extern Portfolio.

For those externs who opted for course credit in addition to certification coverage, a final comprehensive examination was administered in the appropriate subject area. Course grades were assigned by the Project Director, Project Coordinator, and associated USF personnel according to the extern's performance on the final examination.

PROGRAM REQUIREMENTS/COMPLETION

Some of the externs used this leadership training program only for certification coverage while others chose to receive up to fifteen semester hours of graduate credit in addition to certification. Externs desiring course credit were required to submit transcripts of their past academic work. These transcripts were reviewed by the University of South Florida instructional staff and courses for graduate credit were recommended.

Completion of the extern program did not automatically guarantee certification for local directors of Adult and Community Education Programs. Certification necessitated the Extern participants meet minimum state requirements which included a master's degree and three years teaching experience at either the elementary or secondary level. Externs had their certification needs assessed by the program staff and based on these, individual programs were prescribed. These individual programs were the basis of the Extern Training Plans.

The program utilized the Adult Education Administrator competencies identified through the Dacum process and verified by the project advisory committee and participating practitioners. Compliance with the program criteria for seminar activities and the individual Extern Training Plan for acquiring specified competencies was based upon satisfactory evaluation of the Extern Portfolio by an Administrative Competency Educator (ACE), the Professional Resource Officer (PRO), and the Extern Project Staff including documentation of items as:

* On-the-job experience
* Previous graduate studies
* Related workshop, seminar, conference participation
* Field visits
* Current program practices
* School-Community relations activities

Any combination of all the above approved by an ACE, a PRO, and the Project Director were used to meet the criteria. The Training Program was considered completed when an Extern successfully mastered the competencies as identified through his/her individual Extern Training Plan and participation was completed in the eight Extern Program seminars.

On completion of the Extern Training Program, participants were awarded a Certificate of Graduation (Appendix J) and a Certification Verification Form (Appendix K) was sent to the Florida Department of Education.

INSTRUCTIONAL DELIVERY SYSTEM

The group instructional schedule for Phase II of the Adult Education Extern Project utilized eight weekend seminars held at various locations chosen by the extern committees. The meetings were held beginning in October, 1985 and concluding the following May, 1986.

Organization of the monthly seminar activities was a major responsibility of extern program committees with assistance provided by the ACE. The sessions were planned to effectively blend field-based experiences with seminar approaches to developing leadership skills. The major components of this basic design were:

A. Instruction:

This program utilized formal group instruction through seminars; self-instructional materials; field/clinical experiences; on-the-job training which took participants from learning about administrator skills to applying the skills in actual settings.

B. Criterion-referenced evaluation:

The learning activities stated performance criteria by which competency achievement was determined. Each participant was required to meet the stated criteria at an acceptable level.

C. Mediated instruction:

Learning activities available to each participant were varied. Films, video tapes, printed materials, university library media, and State Department of Education and community resources were utilized. A participant was given additional learning experiences when it was so determined through a consensus by the program staff.

D. Peer-evaluation:

At the close of each seminar, the participants completed an evaluation feedback form to identify the strengths and weaknesses of that particular session. These proved to be very valuable in giving direction for planning the following seminars as well as a means of informing the externs how their colleagues viewed their work in that session.

ROLE CLARIFICATION/EXPECTATIONS

The unique components of this instructional system can be more easily implemented when the roles and expectations of each person involved with the program are clearly delineated. Following are lists of expectations for the participants, the

ACE's, the PRO's, and the Project Director and the Project Coordinator.

EXPECTATIONS OF THE PROJECT DIRECTOR AND COORDINATOR

1. Overall coordination to include:
    a) Facilities
    b) Activities of ACE's and PRO's
    c) Grading criteria
    d) Communication with project participants
2. Provide resources to allow for useful and interesting seminars.
3. Arbitrate between participant and ACE/PRO if needed.
4. Provide necessary funding for operation of project.
5. Liaison with State Department.

EXPECTATIONS OF ACE'S (Administrative Competency Educators)

1. Plan and provide:
    a) Seminar meeting format and logistics
    b) Resources for meetings
    c) Instruction
    d) Leadership
    e) Liaison between:
        1. Participants
        2. PROs
        3. Participants and PROs

2. Assist in:

   a) Determining competencies

   b) Reviewing experiences

   c) Selecting resource people

   d) Motivating externs

EXPECTATIONS OF PROs (Professional Resource Officers)

1. Assist extern in identifying needed competencies
2. Suggest and/or provide experiences to meet needed competencies
3. Assist in developing/critiquing portfolio
4. Meet with ACE and extern as needed
5. Verify extern's achievement of competencies
6. Attend final evaluation meeting if possible.

EXPECTATIONS OF PARTICIPANTS (Adult Education Externs)

1. Plan seminar sessions
2. Assess competencies with PRO
3. Develop a portfolio and submit evidence of competency completion.
4. Develop and implement a training plan
5. Suggest resource professionals for seminar sessions
6. Attend and participate in all seminar sessions
7. Complete feedback evaluation forms
8. Make arrangements for personal finances
9. Exercise University course credit option

SECTION THREE:

SEMINAR MEETING REPORTS

SEMINAR MEETING REPORTS

Introduction

Following are portions of the planning and evaluation reports of each of the eight seminars attended by the externs. The full reports were given to every participant involved in every session. These reports originally contained all the evaluation comments for the sessions but they have been summarized in this report. (The Final Evaluation of the Extern Program completed by the externs at the end of the project year is presented in a following section.) Also omitted in these reports are copies of handouts and worksheets used during the sessions as they are much too numerous to include.

This section contains an outline of each seminar's date, location, contents, plannning committee, activities, presenters, and an evaluation table followed by a summary of the evaluation results and extern comments.

The results of the seven items on the evaluation form have been tabulated and a summary of the comments recorded. The numerical significance of the response for items A through E is as follows:

4 = Strongly agree

3 = Agree

2 = Somewhat agree

1 = Disagree

Each Table indicates the number of respondents participating in this session and includes the ratings by the respondents to each one of the statements concerning category items: A. Activities, B. Materials, C. Experts, D. Environment, and E. Delivery. The relative significance of the ratings is shown in percentages corresponding with the number of responses given for each item. The ratings in each category are then tabulated to determine the overall averages for the entire session.

Following each table are summaries of the comments concerning the perceived strengths and weaknesses of the seminar by the extern respondents. These summaries are presented according to the five categories rated in the preceding tables.

A sample evaluation feedback form which was given to the extern respondents at the end of each seminar is contained in Appendix L.

UNIVERSITY OF SOUTH FLORIDA STAFF

(For all Eight Seminars)

Dr. William Katzenmeyer, Dean, College of Education

Dr. Raymond Hill, Chairman, Adult and Vocational Education

Dr. Waynne James, Coordinator, Adult and Vocational Education

Dr. Diane Briscoe, Project Director

Dr. Don P. Cammaratta, Project Coordinator

Loretta Williams, Graduate Assistant

Susan Crider, Project Secretary

ADULT EDUCATION EXTERN PROJECT

SESSION #3: MANAGEMENT

DECEMBER 6 - 7, 1985

The Rodeway Inn
Orlando, Florida

SEMINAR PLANNING COMMITTEE:

Mary Jo Brackett
Tony Encinias
Matt Fischer
Nita Heck
Elaine Matthews
Violeta Miller
Sheila Smith

COMPETENCIES ADDRESSED IN MANAGEMENT SEMINAR:

1. Interpret and apply local and state policies and procedures.
2. Manage physical facilities, e.g. disaster, handicapped, fire.
3. Maintain records and audit trails.
4. Delegate responsibilities.
5. Develop, present, support and defend a budget.

COMPETENCIES INDIVIDUALLY ACQUIRED:

6. Establish emergency or alternative plans.
7. Develop and implement an inventory system
8. Procure equipment and furnishings.
9. Demonstrate organizational skills, e.g. chain of command.
10. Share facilities with daytime school staff, community colleges.

SESSION THREE: MANAGEMENT

SEMINAR PROGRAM

Friday, December 6, 1985:

5:30-6:30pm	Registration and Cocktails
6:30-7:30pm	Dinner
7:30-7:45pm	Break
7:45-9:00pm	Dr. Richard O'Sullivan: "Towards the Twenty-first Century, Implications for Adult Education Management" (Overview of Management Skills)
9:00-9:15pm	Announcements

Saturday, December 7, 1985:

7:00-9:00am	Continental Breakfast
9:00-9:45am	Mr. Joseph Stephens, Associate Superintendent for Postsecondary Vocational, Adult and Community Education. (Competency 3.1: Interpreting and applying Local and State Policies and Procedures. Competency 3.5: Supervising Instructional and Non-instructional Activities.
9:45-10:00am	Break
10:00-11:30am	Mr. Tom Wellman, Plans and Operations Coordinator for Civil Defense Ms. Kay Merrill, Information Director of the American Red Cross. Don Kresmeyer, Project Director, Independent Living Training Center, Pinellas, Pasco, & Hillsborough Counties (Competency 3.2: Managing Physical Facilities, e.g. Disaster, Handicapped, Fire, etc. Competency 3.6: Establishing Emergency or Alternative Plans.)
11:30-12:00pm	USF Project Team, Housekeeping and Announcements

12:00-1:30pm	Lunch
1:30-2:30pm	Ms. Nita Heck (Competency 3.4: Delegating Responsibilities)
2:30-2:45pm	Break
2:45-3:45pm	Mr. Matt Fischer and Ms. Violeta Miller (Competency 3.3: Maintaining Records and Audit Trails.)
3:45-3:50pm	Evaluations
3:50-4:30pm	Group and Committee Meetings
4:30pm	Adjournment

ADULT EDUCATION EXTERN PROJECT

Seminar Evaluation Results

SEMINAR: #3 MANAGEMENT

No. of Respondents Participating: 43

RATING SCALE: 4 = Strongly Agree 3 = Agree 2 = Somewhat Agree 1 = Disagree

ITEMS:

A. ACTIVITIES: The activities were well organized and coordinated.
B. MATERIALS: The materials were adequate and valuable.
C. EXPERTS: The resource professionals were competent and helpful.
D. ENVIRONMENT: The environment was favorable for learning.
E. DELIVERY: The delivery system was appropriate and well-managed for the time frame.

ITEMS	RATINGS 4	3	2	1	TOTAL
A. Activities	*32 (74%)	11 (26%)	0 (0%)	0 (0%)	*43 (100%)
B. Materials	28 (67%)	12 (29%)	2 (5%)	0 (0%)	42 (100%)
C. Experts	22 (51%)	19 (44%)	2 (5%)	0 (0%)	43 (100%)
D. Environment	35 (81%)	8 (19%)	0 (0%)	0 (0%)	43 (100%)
E. Delivery	26 (60%)	16 (37%)	1 (2%)	0 (0%)	43 (100%)
SEMINAR AVERAGES	27 (67%)	13 (31%)	1 (2%)	0 (0%)	43 (100%)

*Number of Respondents

SEMINAR EVALUATION RESULTS

SESSION 3: MANAGEMENT

SUMMARY

All of the respondents who evaluated Session 3, Management, agreed that the activities were well organized and coordinated. Seventy-four percent of the respondents strongly agreed with the above statement and many commented on the high quality of content and organization. According to the extern comments, the session provided a variety of learning experiences and there was a nice balance between lecture and hands-on activities.

Many of the externs commented that the hand-outs were excellent. Ninety-six percent of the respondents agreed that the materials were adequate and valuable, and 67% of this number strongly agreed with the statement. The procedure for distributing the handouts was once again questioned, however. In Session One, Leadership, many comments suggested distributing materials in one packet to save time and avoid confusion. In Session Three, Management, the materials were handed out at once, but many externs commented that they were distributed too late in the session to adequately take advantage of them.

Ninety-five percent of the extern respondents agreed that the resource professionals were competent and helpful. Many commented on the excellent presenters especially the opening speaker. Several of the externs questioned whether a couple of the presentations appropriately addressed the competency. These discrepancies are probably more attributed to the various

interpretations of competency definition rather than a weak understanding on the part of the presenter.

One hundred percent of the respondents agreed (81% strongly agreed) that the environment was favorable for learning. Many of the externs commented that the session facilities were very good and, although somewhat expensive, they enjoyed the dinner. They also commented on the increasing rapport between each other and appreciated the opportunity to share ideas and experiences. Talking during the presentations was once again mentioned as a problem.

Ninety-seven percent of the respondents agreed that the delivery system was appropriate and well-managed for the time frame. They appreciated the amount of time given for committee meetings and felt that the program maintained its time frame very well. A few externs stated that the audio/visuals could have been improved.

SECTION FOUR:

FINAL EVALUATION OF THE EXTERN PROGRAM

FINAL EVALUATION OF THE ADULT EDUCATION EXTERN PROGRAM

Development and Completion of Evaluation Instrument

The final evaluation instrument used for collecting data from program participants for this report is included as Appendix M. The instrument is in questionnaire form and follows the format used in evaluating the Florida Extern Leadership Training Program For Local Administrators of Vocational Education, 1980-1981. The process followed for its development is described in the 1980-81 Evaluation Report. The evaluation instrument was distributed to each extern on the last day of the final seminar meeting on May 9, 1986. All externs were given the opportunity to respond and to mail the evaluations into the Extern Project Office within the following week if desired.

Response

A total of 45 participants completed the extern program and were awarded certificates of completion. Of this number, 3 externs were directors, 1 was an administrator, 8 were coordinators, 20 were teacher/instructors, 5 were counselors, 2 were media specialists, 1 was a department chairman, 1 was a dean of students, 1 was a program developer, 1 was a consultant, 1 was an occupational specialist, and 1 was a principal. (See Appendix N for Roster.) Twelve Administrative Competency Educators (ACEs) representing twelve different counties were involved in the program. Other staff and professional personnel involved with this extern project were from the University of South Florida,

the Florida Department of Education, and local education agencies. (See Appendix O for Roster.) Responses to the evaluation instrument were made by 39 of the 45 participating externs Regions III and IV. If an extern did not answer an item, it was tabulated in the No Response category.

Results

The results of each of the sixteen items of the evaluation have been tabulated and comments recorded. The numerical significance of responses for items 1 through 15 is as follows:

4 = Strongly Agree
3 = Agree
2 = Somewhat Agree
1 = Disagree

Each item is presented in the following sequence:

1. The Evaluation Statement
2. Number of responses and percentage tabulations.
3. Summary of extern comments addressing the item.

THE ADULT EDUCATION EXTERN PROJECT

FINAL PROGRAM EVALUATION

1985 - 1986

EVALUATION RESULTS

1. The field-based approach was preferable to a campus-based approach.

NUMBER OF EXTERN RESPONDENTS = 39

RATING:	4	3	2	1	*NR	TOTALS
RESPONSES:	31	6	0	0	2	39
PERCENTS:	79%	15%	0%	0%	5%	100%

*No Response

a. List advantages of the field-based approach:

Many externs felt that the best advantage was the opportunity to network. There was a greater exchange of information and they appreciated the opportunity to visit other counties and observe their operations.

b. List disadvantages of field-based approach:

Travel can be a problem as many of the sessions are further from the extern's home base. The externs had to provide their own materials and resources for the sessions which can get very expensive. Externs do not have easy access to University facilities including the research materials in the library.

2. The adult education extern program was viewed favorably by the leadership at your school district, college, university or DOE.

NUMBER OF EXTERN RESPONDENTS = 39

RATING:	4	3	2	1	*NR	TOTALS
RESPONSES:	24	8	5	0	2	39
PERCENTS:	62%	21%	13%	0%	5%	100%

*No Response

a. Favorable comments:

Many externs were given total support by their districts. Several of the externs commented that their ACEs and PROs looked forward to utilizing their documentation for future reference.

b. Unfavorable comments:

There were not many unfavorable comments except for reference to the time spent away from school activities.

3. The institution you came from provided support (i.e. travel, leave, per diem)

NUMBER OF EXTERN RESPONDENTS = 39

RATING:	4	3	2	1	*NR	TOTALS
RESPONSES:	12	8	7	10	2	39
PERCENTS:	31%	21%	18%	26%	5%	100%

*No Response

a. List those provided:

Most externs received only leave and moral support. Some in adult education received total support.

b. List those not provided:

Most counties did not provide their externs with anything such as travel expense reimbursement, per diem, etc.

4. Your certification and/or in-service needs were met.

NUMBER OF EXTERN RESPONDENTS = 39

RATING:	4	3	2	1	*NR	TOTALS
RESPONSES:	29	6	1	1	2	39
PERCENTS:	74%	15%	3%	3%	5%	100%

*No Response

a. Explain:

The program did enable many externs to extend their certifications or meet requirements to receive another certification; however, it did not meet many of the externs' inservice needs.

5. You benefitted from your experience - either professionally or personally.

NUMBER OF EXTERN RESPONDENTS - 39

RATING:	4	3	2	1	*NR	TOTALS
RESPONSES:	28	9	1	0	1	39
PERCENTS:	72%	21%	3%	0%	3%	100%

*No Response

a. How?

Many externs commented they appreciated the opportunity to network with other professionals in Adult Education. They also enjoyed being able to observe how programs operate in the various counties and they felt the contacts made will prove to be invaluable.

6. The extern program was well organized, managed, and coordinated from the University of South Florida.

NUMBER OF EXTERN RESPONDENTS - 39

RATING:	4	3	2	1	*NR	TOTALS
RESPONSES:	28	8	1	0	1	39
PERCENTS:	72%	21%	3%	0%	3%	100%

*No Response

Strengths:

The project staff were very accommodating and accessible. Dates and locations of the seminars were planned far in advance and the competencies were clearly outlined and numbered.

Weaknesses:

At times, the requirements and expectations appeared vague; additionally, requirements seemed to constantly change. There appeared to be a lack of communication between members of the project staff as well as between the staff and the externs.

7. The ACEs (Administrative Competencies Educator) assisted in the planning and implementation of the overall program.

NUMBER OF EXTERN RESPONDENTS = 39

RATING:	4	3	2	1	*NR	TOTALS
RESPONSES:	17	12	7	3	0	39
PERCENTS:	44%	31%	18%	8%	0%	100%

*No Response

Comments:

Most of the externs found their ACE highly supportive of their work and of the extern program. The ACEs provided invaluable advice and guidance and were readily available for consultation.

8. The ACEs assisted in planning and evaluating the competencies of the participating externs.

NUMBER OF EXTERN RESPONDENTS = 39

RATING:	4	3	2	1	*NR	TOTALS
RESPONSES:	17	11	6	3	2	39
PERCENTS:	44%	31%	18%	8%	0%	100%

*No Response

Comments:

Most of the ACEs took an active role in planning and evaluating the activities which would allow the externs to achieve their competencies.

9. The ACEs served as liaison in planning and implementing the seminar sessions.

NUMBER OF EXTERN RESPONDENTS = 39

RATING:	4	3	2	1	*NR	TOTALS
RESPONSES:	14	7	10	4	4	39
PERCENTS:	36%	18%	26%	10%	10%	100%

*No Response

Comments:

Many of the ACEs assisted externs in locating resources for their seminar program and the activities which were documented in their portfolios.

10. The participation of the PROs (Professional Resource Officer) was beneficial.

NUMBER OF EXTERN RESPONDENTS = 39

RATING:	4	3	2	1	*NR	TOTALS
RESPONSES:	16	12	3	5	3	39
PERCENTS:	41%	31%	7%	13%	8%	100%

*No Response

How?

Most of the PROs were very supportive and encouraged the externs in all aspects. Some of the PROs took a less active role because they felt the externs were adequately self-directed. Overall, the PROs made themselves available for advice and resources.

11. The approach of this program is a viable alternative to the traditional approach for meeting certification criteria.

NUMBER OF EXTERN RESPONDENTS = 39

RATING:	4	3	2	1	*NR	TOTALS
RESPONSES:	34	4	0	0	1	39
PERCENTS:	88%	10%	0%	0%	3%	100%

*No Response

12. The time frame of the extern program was appropriate (i.e. number of planning sessions, number of seminars, overall length).

NUMBER OF EXTERN RESPONDENTS - 39

RATING:	4	3	2	1	*NR	TOTALS
RESPONSES:	23	7	5	1	3	39
PERCENTS:	59%	18%	13%	3%	8%	100%

*No Response

a. List any that were inappropriate:

Most of the externs found the time frame of the project appropriate, although the work load became very heavy towards the end of the project when all the portfolios were due and the exam administered. Some of the externs would have appreciated a greater flexibility in session meeting dates.

13. You were involved in making decisions regarding the content, delivery, and evaluation of the extern program.

NUMBER OF EXTERN RESPONDENTS - 39

RATING:	4	3	2	1	*NR	TOTALS
RESPONSES:	16	11	2	5	5	39
PERCENTS:	41%	28%	5%	13%	13%	100%

*No Response

a. In what respect?

Each extern had direct input into the session which his/her committee planned.

14. The competency list was adequate for a leadership training program.

NUMBER OF EXTERN RESPONDENTS = 39

RATING:	4	3	2	1	*NR	TOTALS
RESPONSES:	17	13	5	0	4	39
PERCENTS:	44%	33%	13%	0%	0%	100%

*No Response

a. List competencies that should be added:

The Leadership competency should have been given more attention.

b. List competencies that should be deleted:

Many of the externs felt that there was too much overlap and repetition in the competencies.

15. My overall rating of the adult education extern program is positive.

NUMBER OF EXTERN RESPONDENTS = 39

RATING:	4	3	2	1	*NR	TOTALS
RESPONSES:	17	13	5	0	4	39
PERCENTS:	44%	33%	13%	0%	0%	100%

*No Response

a. List positive aspects of the overall program:

The program provided an excellent opportunity for educational and professional advancement. Externs especially commented on the excellent opportunity to network with other professionals throughout the state. They liked the broad range of competencies and the exposure to current ideas and programs in other counties.

b. List negative aspects of the overall program:

Requirements and expectations need to be more explicitly explained. It appeared that requirements were constantly changing.

16. Additional comments and suggestions:

The Extern Program is a good approach for people who work full-time. Externs should be selected carefully in terms of their interest in administration and their motivation to work and succeed.

Guidelines and expectations need to be clarified in writing. Some areas of communication need to be improved.

Training plans and portfolios will be useful in the future.

CONCLUSIONS AND RECOMMENDATIONS

In analyzing the session evaluations, the final program evaluations, and the feedback provided to the staff by externs and others involved in the extern program, several conclusions and recommendations can be made concerning the nature and operation of the Adult Education Extern Project. These conclusions and recommendations address issues of concern in the areas of: 1) Program Leadership and 2) Program Content and Delivery.

1. Program Leadership

(a). The reestablishment of on-site extern visitations by project staff to the externs' place of employment by the project staff is recommended. Due to time and budget constraints, this aspect of the program was not adequately fulfilled during the 1985-86 project year. On-site visitations are an integral component of the extern's overall evaluation and provide the project staff with a more holistic perspective of the extern learning experience. A program of on-site visitation, including time-lines for completion, will be included in the written job descriptions of the project staff.

(b). The administrative staff for the Extern Program consisted of a Project Director and a Project Coordinator. In addition, a USF faculty member served as a course advisor for the externs

desiring college credit for their participation in the project.

Although areas of staff responsibility were clearly understood internally, during the course of the project year, some of the externs incorrectly perceived problems with cooperation, coordination, and communication between the project staff.

Because some of the externs were unclear as to the parameters of job responsibilities for program staff, they perceived some actions as indecision. These misperceptions can be countered in the future by distributing written job descriptions which clearly specify the tasks and responsibilities of each administrator.

(c). It is suggested that issues of concern be brought to the attention of the project administrators in writing on the first day of a competency session. Issues will then be discussed and a decision rendered on the final day of the session. This will give all participants the opportunity to present their ideas and opinions concerning these issues and allow project staff adequate time to review all ramifications regarding possible solutions.

Program Content and Delivery

(a). By far, the greatest area of confusion on the part of the externs was attributed to the orientation process of the program. Externs applied to the program on the basis of county recommendations and past-extern accounts of the program

experience. The applicants who were accepted into the program were then mailed an orientation packet of materials. During the first session, this orientation information was reiterated. Many of the externs had already been in contact with past participants in the program and so had preconceived notions and expectations of how the program would operate. Because the second year (Phase II) of the project differed from the first year (Phase I), there was considerable confusion as to the expectations and roles of the extern participants.

Time constraints during the first session did not provide an adequate opportunity to address these points of confusion, and for the duration of the project year, these points continued to resurface causing disruptions in the flow of program delivery.

In light of this problem, it is suggested that externs who have been accepted into the program be invited to a separate orientation session before they make a commitment to participate. At this session, the basic guidelines of the program will be presented to the externs including session dates, expectations of commitment and performance, evaluation procedures, training plan development, portfolio criteria, final examination format, seminar organization, explanation of the competencies, etc. Also discussed will be suggested time lines and due dates.

(b). Because the adult education style of facilitative decision-making encourages flexibility and adaptation to meet the everchanging needs of the adult student, the project staff recognizes that occasionally it is necessary to modify program

guidelines to accommodate these diverse needs. These modifications, however, can sometimes be interpreted as guideline ambiguity if they are not communicated to the externs in an appropriate fashion.

It is recommended that modification of certain requirements (e.g. changing session dates) be discussed by the extern staff before the orientation session. At this time, negotiable issues will be determined and later presented to the externs during the orientation session for their input. Once all issues have been negotiated and the guidelines determined, the potential externs will be asked to sign a learning contract.

(c). In addition to determining the guidelines which can be adapted to meet the particular needs of the externs, the staff will also determine the consequences for an extern who does not fulfill his contract. These consequences will be clearly specified at the orientation session.

Once an applicant has signed an extern learning contract, further modifications or deviations from the agreement will only be considered if submitted in writing to the project administration.

SECTION FIVE:

APPENDICES

APPENDIX A

UNIVERSITY OF SOUTH FLORIDA

TAMPA • ST. PETERSBURG • FORT MYERS • SARASOTA

COLLEGE OF EDUCATION
TAMPA, FLORIDA 33620

November 4, 1983

TO: Directors of Adult and Community Education
University of South Florida Service Area

FROM: Dr. Don Cammaratta, Project Manager
Adult Extern Project
Department of Adult and Vocational Education
University of South Florida

As many of you know from speaking with me in Daytona Beach at the F.A.E.A. conference, I am very excited about managing the Adult and Community Education Extern Project. I am certain that this training program for potential local administrators of adult and community education is of great import both to U.S.F.'s service area and statewide.

Program development and expansion dictates that a pool of able personnel be available to cover management slots in adult and community education. This extern program will offer aspiring administrators an opportunity to develop needed skills while remaining in the adult and community education workforce.

October 26th, Dr. Bill Danenburg led a curriculum development workshop called a Dacum process in which our advisory committee of three local Directors of Adult and Community Education, Betty Womack, Bill Reed, and Robert Moss, and James Fling, who represented community college input, participated. They developed a list of competencies which will comprise the focus of the extern training program. We are sending along a brief summary of this Dacum process and the list of competencies. Please review the competencies and you will be contacted by Mr. Chip Snare, advisory committee representative, for your comments.

We are also enclosing a description of the Extern Project and an application form for participants. We will need these completed by December 1st, 1983.

Our tentative schedule calls for eight weekend sessions which will be held at rotating locations. The first session will be in January, with following sessions in February, March, April, and May. We will have a break during the summer so that participants will have a chance to reflect on their participation and involvement in the first five sessions. Three final sessions will occur in September, October, and November.

Participants will be able to earn U.S.F. credit for up to 15 semester hours for their work on this project. The project will pay for their tuition except for a capital outlay fee of $ 3.41 per semester hour. Beyond earning

U.S.F. credit and paid tuition benefits, participants can gain much more through involvement in this project. The project is unique in that it combines a preservice and inservice approach. Planned theoretical and practical sequenced experiences are based on competencies developed by those currently acting as administrators.

Students are involved directly in field and clinical experiences, working individually and in group seminar activities. The Extern Program depends on interagency links and objectives established by individual participants and group objectives. Planning and evaluation of activities are accomplished as a dual effort of participants and resource staff. This program encompasses all adult and community education service areas.

For those meeting minimum state requirements, certification in administration of adult education will be available upon successful completion of the project.

Due to the interest shown, it is imperative that you select participants and forward their applications as soon as possible.

Sincerely,

Don Cammaratta, Project Manager

DC/nb

APPENDIX B

UNIVERSITY OF SOUTH FLORIDA
COLLEGE OF EDUCATION
DIVISION OF ADULT AND VOCATIONAL EDUCATION

THE ADULT EDUCATION EXTERN PROGRAM

Applicant Data Form Return by / / Application date_____
Month Day Year

This form must be completed and approved by applicant's immediate supervisor.

INSTRUCTIONS TO IMMEDIATE SUPERVISOR: Please complete and return to Dr. Don P. Cammaratta, Project Coordinator, Department of Adult and Vocational Education, University of South Florida, FAO 218, 4202 Fowler Avenue, Tampa, Florida 33620. This form will be considered an application for participation in the Adult Education Extern Program. Implementation of this program will commence on / / .

PERSONAL DATA

1. Name_____ Date of Birth_____
Last First Middle

2. Home Address_____
Street and Number City Zip Code

3. Home Telephone No. ( )_____ Soc. Sec. No._____

4. Present Position_____

Business Address_____

5. Business Telephone No. ( )_____

EDUCATIONAL HISTORY

6. What degree(s) do you hold? When did you receive them? Where? Please attach transcripts to this form.

Degree	Date Received	Major Field	Institution

7. Have you completed any course work beyond your last degree?_____

If yes, how many semester hours?_____ Please attach transcripts to this form. When did you take this course(s)?_____
Where?_____

Applicant Data Form Cont.

8. Have you completed the above work toward an advanced degree?_____

9. What type of certificate(s) do you now hold?

   A. Type of Certificate_____

   B. Level of Certification_____

      Expiration date(s)_____

   C. Certificate Number (DCE #)_____

10. What subject(s) appear on your certificate(s)?_____
_____

11. What courses and credit hours do you lack for certification in Administration and Supervision of Adult Education?_____
_____

12. Do you plan to work for an advanced degree?_____

Please attach a copy of the evaluation done by the State Teacher Certification Office.

Number of hours/years needed:

____Organization, Administration and Management of Adult and Community Education Programs

____Administration and Supervision of Secondary Education

____Instructional Programs and Curriculum

____Supervision and Development of Adult and Community Education Staff

____School-Community-Employee-Employer Relations

____Three (3) years of successful teaching experience as an Adult Educator

____Occupational/work experience in an Adult and Community Education Service area

____Teaching Reading and Diagnosing Reading Problems in the area of specialization

____Others (Please list other areas of deficiency in your certification)

_____

_____

Applicant Data Form Cont.

13. If selected, I will attend all the scheduled seminar sessions, field visitations, clinical/field/work experiences and internships. I will honor this commitment throughout the Extern Project period.

Yes_____ No_____

14. I approve this applicant's participation in the Adult Education Extern Project.

APPROVED BY:_____
(Immediate School Supervisor)

TITLE:_____DATE_____

APPROVED BY_____
(Local Director and/or Area Superintendent)

TITLE:_____DATE_____

APPROVED BY:_____
(Project Coordinator)

TITLE:_____DATE_____

COMMENTS (Optional):

APPENDIX C

ADMINISTRATION COMPETENCY QUESTIONNAIRE AND INTERVIEW SCHEDULE

The following are copies of the interview form and questionnaire used to verify the identified competencies for administrators of adult education. The actual questionnaire was printed on an 81/2 by 14 inch form with a column for additional comments in the right margin and was much easier to read. The inclusion of this reduced size print in this report is to show the form and format of the interview schedule used and to facilitate publication in this document.

(Interview Schedule)

Interviewer _____ Date _____

Practitioner _____ County _____

a. Have the director complete the personal information sheet portion and hand it back to you.

b. Also, give the director a copy of the questionnaire, giving him a few minutes to study it.

c. Tell the director that you will be asking whether or not he feels that each competency listed is something that the local administrator of Adult Education must be able to do.

d. Have the local director circle A or D on the questionnaire to show if he agrees (A) or disagrees (D) with the essentialness of the competency.

e. Finally, have the local director make any additional comments or suggestions in the right margin.

PERSONAL INFORMATION

Current position: _____

Highest level of education completed:

_____ High School

_____ Baccalaureate Degree

_____ Master's Degree

_____ Ed. Specialist Degree

_____ Doctoral Degree

Adult Education background: _____

Combined years of Adult Education teaching and Administrative experience: _____

Other experience: _____

_____

_____

ADULT EDUCATION EXTERN PROJECT

COMPETENCIES AS IDENTIFIED
THROUGH THE DACUM PROCESS

LEADERSHIP

1. Involve staff in developing long range plans.
2. Work cooperatively with daytime school staff.
3. Construct and sequence related short range objectives.
4. Convey a sense of positive regard for all staff.
5. Work effectively with governing bodies (county commissions).
6. Select instructional and non-instructional personnel.
7. Observe and evaluate staff performance.
8. Prepare and maintain personnel policies.
9. Work with committees(external and internal, councils, curriculum committies.)
10. Conduct meetings in an appropriate manner.

COMMUNICATIONS

1. Communicate effectively with local, state, and federal government agencies.
2. Demonstrate effective writing skills (e.g. grants, brochures).
3. Present directions for carrying out instructional activities.
4. Participate effectively in negotiating working agreements.
5. Interpret the programs to other teachers and the community.
6. Promote programs effectively through the media.
7. Speak effectively on a given topic before groups.
8. Prepare bulletins to keep staff informed.
9. Council staff on professional matters.
10. Demonstrate the ability to listen effectively.

MANAGEMENT

1. Interpret and apply local and state policies and procedures.
2. Manage physical facilities,(e.g.disaster, handicapped, fire).
3. Maintain records and audit trails.
4. Delegate responsibilities.
5. Supervise instructional and non-instructional activities.
6. Establish emergency or alternative plans.
7. Develop and implement an inventory system.
8. Procure equipment and furnishings.
9. Demonstrate organizational skills, (e.g. chain of command).
10. Share facilities with daytime school staff, community colleges

FINANCE

1. Review state finance plans
2. Analyze the cost of operating various programs.
3. Locate sources of funding for programs.
4. Maintain records and audit trails.
5. Develop, present, support and defend a budget.
6. Recommend financial policies.
7. Adopt an appropriate accounting system.
8. Manage internal accounts and records properly.
9. Respond to business and industry.
10. Demonstrate basic computational skills.

PROGRAM AREAS / STUDENT SERVICES

1. Implement and evaluate programs.
2. Conduct needs assessment.
3. Use research results for program development.
4. Identify target populations.
5. Identify special needs of adult learners, (e.g. physical, emotional, and spiritual).
6. Oversee job placement and follow-up studies.
7. Establish admission and graduation requirements.
8. Implement and evaluate student services.
9. Provide guidance and counseling services.
10. Identify and develop systems for recording class and student progress.

CURRICULUM

1. Recommend curriculum revision based on evaluation data.
2. Facilitate (lead) and evaluate curriculum development.
3. Review state guidelines on curriculum.
4. Design and oversee research studies.
5. Evaluate (critique) and revise curriculum.
6. Demonstrate the ability to comprehend and interpret research.
7. Develop plans for evaluating instruction.
8. Guide staff in selecting instructional strategies.
9. Assess student testing and grading procedures.
10. Select appropriate instructional materials and equipment.

COMMUNITY RELATIONS

1. Involve the community in developing long range plans.
2. Coordinate with other community agencies and organizations.
3. Demonstrate the ability to establish community linkage.
4. Mobilize groups to move toward their goals.
5. Analyze community demographic data.
6. Insure accuracy in exchanging information with the community.
7. Utilize the services of advisory and other committees.
8. Establish rapport with the community.
9. Relate successfully to all segements of the community.
10. Adjust to social and economic change appropriately.

PROFESSIONAL DEVELOPMENT

1. Arrange for workshops and in-service programs for professional development.
2. Implement programs effectively.
3. Assess and prescribe staff development programs.
4. Establish and maintain a learning resources center for staff.
5. Review current literature and determine implications.
6. Assess and prescribe personal development programs.
7. Develop cooperative decision-making skills.
8. Develop effective interpersonal skills.
9. Participate in functions of professional organizations.
10. Maintain ethical standards expected of a professional educator.

ADULT AND COMMUNI

I. 1. Leadership	1.0 Select instructional and non-instructional personnel	1.1 Prepare and maintain personnel policies	1.2 Involve staff in developing long range plan	1.3 Construct and sequence related short range objectives
II. 2. Communications	2.0 Speak effectively on a given topic before groups	2.1 Demonstrate effective writing skills e.g. grants, press releases, brochures	2.2 Demonstrate the ability to listen effectively	2.3 Communicate effectively with local state, and federal governmental agencies
III. 3. Management	3.0 Delegate responsibilities	3.1 Interpret and apply local and state policies and procedures	3.2 Supervise instructional and non-instructional personnel	3.3 Manage physical facilities e.g. Disaster, Handicapped, Fire, etc.
IV. 4. Finance	4.0 Develop, present, support and defend budget	4.1 Manage internal accounts and records properly	4.2 Maintain records and audit trails	4.3 Review state finance plans e.g. F.E.F.P., C.C.P.F. etc
V. 5. Program Areas/ Student Services	5.0 Identify target populations	5.1 Conduct needs assessment	5.2 Identify special needs of adult learners-physical, emotional, spiritual	5.3 Implement and evaluate programs
VI. 6. Curriculum Development	6.0 Demonstrate the ability to comprehend and interpret research on curriculums	6.1 Review state guidelines on curriculum	6.2 Develop plans for evaluating instruction	6.3 Facilitate (lead) and evaluate curriculum development
VII. 7. Community Relations	7.0 Analyze community demographic data	7.1 Establish rapport with the community	7.2 Mobilize groups to move toward their goals	7.3 Involve the community in developing long range plans
VIII. 8. Professional Development	8.0 Assess and prescribe personal development programs	8.1 Assess and prescribe staff development programs	8.2 Review current literature and determine implications	8.3 Participate in functions of professional organizations

EDUCATION

1.4 Work cooperatively with daytime school staff	1.5 Convey a sense of positive regard for all the staff	1.6 Observe and evaluate staff performance	1.7 Conduct meetings in an appropriate manner	1.8 Work effectively with governing bodies (county commissions, non-profit etc.	1.9 Work with committees external-internal advisory councils, curriculum committees, etc.
2.4 Promote programs effectively through the media	2.5 Prepare bulletins to keep staff informed	2.6 Counsel staff on professional matters	2.7 Participate effectively in negotiating working agreements	2.8 Interpret the programs to other teachers and the community	2.9 Present directions for carrying out instructional activities
3.4 Maintain records and audit trails	3.5 Demonstrate Organizational skills e.g. chain of command	3.6 Share facilities with daytime school staff, community colleges, etc.	3.7 Procure equipment and furnishings	3.8 Develop and implement an inventory system	3.9 Establish emergency or alternative plans
4.4 Demonstrate basic computational skills	4.5 Analyze the cost of operating various programs	4.6 Adopt an appropriate accounting system	4.7 Respond to business and industry inquiries	4.8 Locate sources of funding for programs	4.9 Recommend financial policies
5.4 Use research results for program development	5.5 Establish admission and graduation requirements	5.6 Provide guidance and counseling services	5.7 Identify and develop system for recording class and student progress	5.8 Implement and evaluate student services	5.9 Oversee job placement and follow-up studies
6.4 Recommend curriculum revision based on evaluation data	6.5 Evaluate (Critique) and revise curriculum	6.6 Select appropriate instructional materials and equipment	6.7 Guide staff in selecting instructional strategies	6.8 Assess student testing and grading procedures	6.9 Design and oversee research studies
7.4 Relate successfully to all segments of the community	7.5 Coordinate with other community agencies and organizations	7.6 Utilize the services of advisory and other committees	7.7 Adjust to social and economic change appropriately	7.8 Insure accuracy in exchanging information with the community	7.9 Demonstrate the ability to establish community linkages
8.4 Implement programs effectively	8.5 Maintain ethical standards expected of a professional educaor	8.6 Establish and maintain a learning resources center for the staff	8.7 Develop effective interpersonal skills	8.8 Develop cooperative decision-making skills	8.9 Arrange for workshops and inservice programs for professional personnel

INTERN PROJECT

APPENDIX D

The following page lists all the competencies identified for the participants of the Adult Education Extern Project. The numbers in the boxes beside the astericks coincide with Florida's Essential Generic Teacher Competencies. The original form was printed on an 8 1/2 by 14 inch paper. The next page has a reduced size print, but shows the form and format used by the participants in the extern program.

The following list of competencies are also Florida Generic Teacher Competencies.

Competency Number	Florida Generic Teacher Competency
1.2	8
1.3	9
1.5	21
2.0	1
2.1	2
2.2	3
2.6	19
2.9	13
3.2	6
3.3	15
4.4	5
5.1	7
5.3	14
5.7	18
6.5	11
6.6	10
6.7	23
7.0	20
7.1	12
7.4	24
8.2	4
8.5	16
8.7	22
8.8	18

APPENDIX E

FLORIDA'S ESSENTIAL GENERIC TEACHER COMPETENCIES

1. Demonstrate the ability to communicate orally information on a given topic.
2. Demonstrate the ability to write in a logical easily understood style with appropriate grammar and sentence structure.
3. Demonstrate the ability to comprehend and interpret a message after listening.
4. Demonstrate the ability to read, comprehend, and interpret professional material.
5. Demonstrate the ability to add, subtract, multiply, and divide whole numbers, decimals, and fractions, and find percentages.
6. Demonstrate an awareness of patterns of physical and social development in students including exceptional students in the regular classroom.
7. Diagnose the entry level knowledge and/or skill of students for a given set of instructional objectives and student learning needs
8. Identify long-range goals for a given subject area.
9. Construct and sequence related short-range objectives for a given subject area.
10. Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs.
11. Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.
12. Establish rapport with students in the classroom by using verbal and/or visual motivational devices.
13. Present directions for carrying out an instructional activity.
14. Construct or assemble a classroom test to measure student performance according to criteria based on objectives.
15. Establish a set of classroom routines and procedures for utilization of materials and physical movement.
16. Formulate a standard for student behavior in the classroom.
17. Identify causes of classroom misbehavior and employ techniques for correcting it.
18. Identify and/or develop a system for keeping records of class and individual student progress.
19. Counsel with students both individually and collectively concerning their academic needs.
20. Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic, and economic groups.
21. Demonstrate instructional and social skills which assist students in developing a positive self-concept.
22. Demonstrate instructional and social skills which assist students in interacting constructively with their peers.
23. Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.
24. Demonstrate the ability to recognize and be aware of the instructional needs of exceptional students.

ADULT EDUCATION EXTERN PROJECT
COMPETENCIES - PRIORITY LIST

LEADERSHIP:
1. Involve staff in developing long range plans.
2. Work cooperatively with daytime school staff.
3. Construct and sequence related short range objectives.
4. Convey a sense of positive regard for all staff.

COMMUNICATION:
1. Communicate effectively with local, state, and federal government agencies.
2. Demonstrate effective writing skills e.g. grants, brochures.
3. Present directions for carrying out instructional activities.
4. Participate effectively in negotiating working agreements.
5. Interpret the programs to other teachers and the community.

MANAGEMENT:
1. Interpret and apply local and state policies and procedures.
2. Manage physical facilities, e.g. disaster, handicapped, fire.
3. Maintain records and audit trails.
4. Delegate responsibilities.
5. Supervise instructional and non-instructional activities.

FINANCE:
1. Review state finance plans e.g. F.E.E.P., C.C.P.F., etc.
2. Analyze the cost of operating various programs.
3. Locate sources of funding for programs.
4. Maintain records and audit trails.
5. Develop, present, support and defend a budget.

PROGRAM AREAS/STUDENT SERVICES:
1. Implement and evaluate programs.
2. Conduct needs assessment.
3. Use research results for program development.
4. Identify target populations.
5. Identify special needs of adult learners, physical, emotional, and spiritual.

CURRICULUM:
1. Recommend curriculum revision based on evaluation data.
2. Facilitate (lead) and evaluate curriculum development.
3. Review state guidelines on curriculum.
4. Design and oversee research studies.
5. Evaluate (critique) and revise curriculum.

COMMUNITY RELATIONS:
1. Involve the community in developing long range plans.
2. Coordinate with other community agencies and organizations.
3. Demonstrate the ability to establish community linkage.
4. Mobilize groups to move toward their goals.
5. Analyze community demograhic data.

PROFESSIONAL DEVELOPMENT:
1. Arrange for workshops and inservice programs for professional development.
2. Implement programs effectively.
3. Assess and prescribe staff development programs.
4. Establish and maintain a learning resources center for staff.
5. Review current literature and determine implications.

ADULT EDUCATION EXTERN PROJECT
COMPETENCIES - INDIVIDUALLY ACQUIRED

LEADERSHIP:

5. Work effectively with governing bodies (county commissions).
6. Select instuctional and non-instructional personnel.
7. Observe and evaluate staff performance.
8. Prepare and maintain personnel policies.
9. Work with committees external-internal, councils, curr. comm.
10. Conduct meetings in an appropriate manner.

COMMUNICATIONS:

6. Promote programs effectively through the media.
7. Speak effectively on a given topic before groups.
8. Prepare bulletins to keep staff informed.
9. Counsel staff on professional matters.
10. Demonstrate the ability to listen effectively.

MANAGEMENT:

6. Establish emergency or altenative plans.
7. Develop and implement an inventory system.
8. Procure equipment and furnishings.
9. Demonstrate organizational skills, e.g. chain of command.
10. Share facilities with daytime school staff, community coll.

FINANCE:

6. Recommend financial policies.
7. Adopt an appropriate accounting system.
8. Manage internal accounts and records properly.
9. Respond to business and industry inquiries.
10. Demonstrate basic computational skills.

PROGRAM AREAS/STUDENT SERVICES:

6. Oversee job placement and follow-up studies.
7. Establish admission and graduation requirements.
8. Implement and evaluate student services.
9. Provide guidance and counseling services.
10. Identify and develop systems for recording class and student progress.

CURRICULUM:

6. Demonstrate the ability to comprehend and interpret research.
7. Develop plans for evaluating instruction.
8. Guide staff in selecting instructional strategies.
9. Assess student testing and grading procedures.
10. Select appropriate instuctional materials and equipment.

COMMUNITY RELATIONS:

6. Insure accuracy in exchanging information with the community.
7. Utilize the services of advisory and other committees.
8. Establish rapport with the community.
9. Relate successfully to all segements of the community.
10. Adjust to social and economic change appropriately.

PROFESSIONAL DEVELOPMENT:

6. Assess and prescribe personal development programs.
7. Develop cooperative decision-making skills.
8. Develop effective interpersonal skills.
9. Participate in functions of professional organizations.
10. Maintain ethical standards expected of a professional educator.

Priority List

The "priority list" includes the competencies externs chose to acquire as a group, in the group sessions.

Individually Acquired

Refers to the competencies the externs voted to acquire individually. Evidence of having acquired the "individual" competencies was documented in a portfolio by each extern.

EXTERN TRAINING PLAN

NAME: _____

COUNTY: _____

COMPETENCIES	PROPOSED RESOURCES	PROPOSED CRITERIA/PRODUCT (EVIDENCE OF PERFORMANCE)	SIGNATURE		DATE COMPLETED	SIGNATURE	
			PRO	ACE		PRO	ACE

PROJECT COORDINATOR _____

DATE _____

APPENDIX I

(Visitation/Seminar Report)

I. Program visited: _____

II. Place: _____

III. Purpose of the visitation: _____

_____

_____

_____

IV. Summary of most significant ideas, concepts, etc. presented and/or observed which are related to desired administrator competencies: __

_____

_____

_____

V. Indicate how the ideas in item III can be applied to an LEA District program: _____

_____

_____

VI. Would you recommend this visit for other district personnel? _____
If yes, who and when? _____

_____

VII. Anticipated follow through on individual/group Seminar competencies:

_____

_____

SIGNATURE (Extern) _____ DATE _____

SIGNATURE (ACE/PRO) _____ DATE _____

Copies to: Project Director: _____ DATE _____

Seminar Session: _____ DATE _____

University of South Florida

College of Education

Be it known that

has successfully completed the
Leadership Training program for Local Administrators
of Adult Education programs

This program was sponsored by the Florida Department of Education,
Division of Adult and Vocational Education,
The University of South Florida
College of Education
Department of Adult and Vocational Education
and the local Adult Education programs

APPENDIX J

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Chairperson, Adult and Vocational Education

Dean, College of Education

Project Director

Project Coordinator

Appendix K

UNIVERSITY OF SOUTH FLORIDA

COLLEGE OF EDUCATION

DEPARTMENT OF
ADULT AND VOCATIONAL EDUCATION

ADULT EDUCATION EXTERN PROJECT

PARTICIPANT'S DEPARTMENT OF EDUCATION NUMBER: _____

PARTICIPANT'S NAME: _____

PARTICIPANT'S CURRENT MAILING ADDRESS: _____
(Street)

_____
(City) (State) (Zip Code)

PARTICIPANT'S SOCIAL SECURITY NUMBER: _____

This is to certify that the above named Adult Education Extern Program participant has successfully completed "A LEADERSHIP TRAINING PROGRAM FOR LOCAL ADMINISTRATORS OF ADULT EDUCATION."

I recommend that the appropriate certificate be issued as provided for in this program.

_____
Project Coordinator
University of South Florida

Appendix L

SEMINAR EVALUATION FEEDBACK FORM

SEMINAR #___ _____

INSTRUCTIONS: Please circle the number of the choice that most closely represents your viewpoint on each of the following statements, and respond to the open-ended items appropriately.

SCALE: 4 = Strongly Agree 2 = Somewhat Agree
3 = Agree 1 = Disagree

A.	The activities were well organized and coordinated.	4	3	2	1
B.	The materials were adequate and valuable.	4	3	2	1
C.	The resource professionals were competent and helpful.	4	3	2	1
D.	The environment was favorable for learning.	4	3	2	1
E.	The delivery system was appropriate and well-managed for the time frame.	4	3	2	1

F. Strong Points:

_____

_____

_____

_____

_____

G. Some concerns I have of the seminar:

_____

_____

_____

_____

_____

EVALUATION
OF
A LEADERSHIP TRAINING PROGRAM FOR LOCAL DIRECTORS OF ADULT EDUCATION PROGRAMS

Instructions:

Circle the number of the choice that most closely represents your viewpoint on each of the following items. Answer all the questions by circling the number you deem appropriate and respond to the open-ended questions you feel are applicable.

SCALE:

4 = Strongly Agree, 3 = Agree,
2 = Somewhat Agree, 1 = Disagree

1. The field-based approach was preferable to a campus-based approach. 4 3 2 1

   a. List advantages of field-based approach:

   b. List disadvantages of field-based approach:

2. The adult extern program was viewed favorably by the leadership at your school district, college, university or DOE. 4 3 2 1

   a. Favorable comments:

   b. Unfavorable comments:

3. The institution you came from provided support (i.e. travel, leave, per diem). 4 3 2 1

   a. List those provided:

   b. List those not provided:

4. Your certification and/or in-service needs were met. 4 3 2 1

   a Explain:

5. You benefitted from your experience - either professionally or personally. 4 3 2 1

   How?

6. The extern program was well organized, managed, and coordinated from the University of South Florida. 4 3 2 1

   Strengths:

   Weaknesses:

7. The ACE's (Administrative Competencies Educator) assisted in the planning and implementation of the overall program. 4 3 2 1

   a. Comments:

8. The ACE's assisted in planning and evaluating the competencies of the participating externs. 4 3 2 1

   a. Comments:

9. The ACE's served as liaison in planning and implementing the seminar sessions. 4 3 2 1

   a. Comments:

10. The participation of the PRO's (Professional Resource Officer) was beneficial. 4 3 2 1

    a. How?

11. The approach of this program is a viable alternative to the traditional approach for meeting certification criteria. 4 3 2 1

12. The time frame of the extern program was appropriate (i.e. number of planning sessions, number of seminars, overall length). 4 3 2 1

    a. List any that were inappropriate:

13. You were involved in making decisions regarding the content, delivery, and evaluation of the program. 4 3 2 1

    a. In what respect?

14. The competency list was adequate for a leadership training program. 4 3 2 1

a. List competencies that should be added:

b. List competencies that should be deleted:

15. My overall rating of the adult education extern program is positive. 4 3 2 1

a. Positive Contributions of the program:

b. Suggestions For Improvement of the program:

16. Please give any additional comments or questions, particularly with reference to extending this program or related sessions, classes, seminars, etc. programs in the future (use back of page if necessary):

ADULT EDUCATION EXTERN PROJECT
RECORD OF ON-SITE VISITS

PARTICIPANTS NAME _____

ADMINISTRATOR _____ SCHOOL _____ COUNTY _____

VISIT #	DATE	TIME	COMPETENCIES INSTRUCTION PROVIDED IN	COMPETENCIES EVALUATED IN FIELD/SCHOOL SITUATION	COMMENTS
1					
2					
3					
4					